

Course Curriculum Review Format

The program must define and list the program learning outcomes needed for graduation. The program must employ student evaluation methods that measure all defined student learning outcomes at the course and program level. These learning outcomes and evaluation methods must be written and communicated to the enrolled students.

Intent:

The educational learning outcomes for programs should include the preparation of graduates who possess the knowledge, skills, and values to meet entry-level workforce needs and/or transfer requirements. The evaluation methods used in the program should include formative (process) and summative (end-product) assessments of student performance, as well as a variety of objective assessment measures. These mechanisms will provide student performance data to inform student achievement of defined learning outcomes throughout the program for the students, faculty, and college administration.

Course Curriculum Review Materials:

1. Syllabi for each course should include the following per Faculty Senate Course Syllabus Policy:

Evident	Required Element
	Course information: title, catalog number, description, and prerequisites
	Meeting times (days of the week and time of day) and location and/or online time expectations
	Instructor information: instructor’s name, office (room) number, mailbox location or sort code, office hours, telephone number, and email address, or as appropriate. Methods of communicating with student outside of the classroom.
	FS Curriculum Committee approved student learning outcomes
	Description of assessment methods, how grades are determined, and the grading scale.
	Required and recommended texts, including any items on reserve.
	Policies on late assignments and/or makeup work.
	Description of attendance policy.
	Statement that syllabus is subject to change as deemed appropriate by the instructor with advance notification.
	Tentative schedule for the semester.
	Reference to CSN Academic Integrity Policy.
	CSN Americans with Disabilities Act (ADA) statement and current CSN Disability Resource Center contact information.
	Reference to students’ rights and responsibilities pertaining to CSN policies and services are found in the College Catalog and on the CSN website.
	Reference to CSN Libraries support.
	Required extra- or co-curricular activities if applicable.
	Statement of safety or risk assumption if applicable.

	Statement of additional fees if applicable.
	Instructor's policies on possibly objectionable materials if applicable.
	Description of additional information unique to the course or instructor

2. **Complete course curriculum maps that show how course learning outcomes align to and provide data support for program learning outcome achievement.**
3. **Complete student learning outcome achievement spreadsheets.**

Course Curriculum Review Narrative:

1. **Explain how and when learning outcomes are communicated and provided to students.**
2. **To what extent do course syllabi inform students of the manner(s) in which each course learning outcome will be evaluated?**
3. **Discuss how evaluation methods for didactic instruction effectively:**
 - a. **Allow both students and faculty to periodically assess student progress in relation to stated learning outcomes?**
 - b. **Require students to demonstrate higher-order knowledge and application?**
 - c. **Lend themselves to consistent application by faculty across all sections of administration?**
 - d. **Allow faculty to determine that the student enrolled in the course is the one who completes course requirements/assessments and received credit for course completion.**
5. **Discuss how evaluation methods for laboratory and clinical instruction (if appropriate) effectively:**
 - a. **Allow both students and faculty to periodically assess student progress in relation to stated learning outcomes?**
 - b. **Reflect formative (process) as well as summative (end result) assessment?**
 - c. **Monitor each student's progress through time?**
 - d. **Define expected student performance in clear, specific terms?**
 - e. **Enable the student to meaningfully evaluate his/her own work?**
 - f. **Become more rigorous as the student's ability increases?**
 - g. **Lend themselves to consistent application by faculty across all sections of administration?**
 - h. **Allow faculty to determine that the student enrolled in the course is the one who completes course requirements/assessments and received credit for course completion.**
6. **Explain the grading process for the course. How is the final course grade determined? What factors are included? (e.g., exams, homework, skill evaluations,**

projects, participation?) Include the specifics for each category (number or type, weight, etc.) and explain how points are awarded, a grade is determined, and then combined to arrive at final course grade.

- 7. For each course reviewed, evaluate all copies of a course syllabus that is provided to students.**
 - a. Identify inconsistent elements of course syllabi and explain how equity of syllabi elements can be improved for students.**